



## State of New Jersey

DEPARTMENT OF EDUCATION  
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Commissioner

October 2002

To: Chief School Administrator  
Special Education Coordinator  
Office of Education in State Agencies

From: Barbara Gantwerk, Director  
Office of Special Education Programs

Subject: Special Education Annual Data Report - Due December 13, 2002

Each year, the Special Education Annual Data Report (ADR) is collected and reported to the federal Office of Special Education Programs. Data on classification and placement from this report are collected from all states and compared in the Annual Report to Congress. It is very important for the student count and placement data to be reported correctly so that state-to-state comparisons made in national reports to Congress are appropriate. Data are important because they demonstrate the state's performance in ensuring that to the maximum extent appropriate, students with disabilities are being educated in the least restrictive environment. Therefore, it is very important that New Jersey's data are complete and accurate. Please note the following to ensure that the data are being recorded properly.

### General Education Settings versus Separate Education Settings

Preschool age students with disabilities who are placed by the district in a community preschool program for nondisabled preschoolers are counted in the **general education early childhood setting**. This is the correct category for this data collection, even if other department data collection surveys require the data to be reported differently.

Students who are receiving team teaching programs, or in-class resource programs (even for the entire school day) are counted in the **general education classroom for more than 80% of the school day**. This is based on the amount of time the student is in the general classroom and not on the amount or type of special education services provided in the general classroom.

Students with disabilities who are provided a program by a special services school district, education services commission or jointure commission in buildings where there are general education classes are counted as being educated in a **general education setting for the appropriate percentage of the school day**. These students must not be counted under the category of public separate school. For example, they may be counted in the category of educated in the presence of general education students for less than 40% of the time. The key factor here is not what agency operates the program or provides the services. Rather, it is the extent to which the student is educated with nondisabled peers that determines where the student is counted.

[www.nj.gov/education](http://www.nj.gov/education)

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## **Public School Students versus Nonpublic School Students**

Please make sure that all resident students with disabilities who are receiving special education and related services (through an IEP or services plan) are counted.

Students with disabilities who have an IEP and are placed by the district in public schools, approved private schools for the disabled or privately operated early childhood programs are counted as public because their entire program is paid for by the district.

Students with disabilities who have a service plan and are placed by their parents in sectarian or nonsectarian nonpublic or private schools or privately operated early childhood programs are counted as nonpublic. Keep documentation of the count for audits and monitoring.

## **Speech-Language Services**

Each year, there are a few districts that omit their resident nonpublic school students with disabilities who are receiving speech-language services. This creates problems for them when it comes to their federal IDEA funding application since increase in counts are not permitted once our state count has been submitted to Washington. Please double-check that these students have been reported accurately.

The deadline is December 13, 2002 for the data to be reported electronically through the internet (Web this year, not the DOENET). Copies of the instructions and forms have been placed on the department's website ([www.state.nj.us/education](http://www.state.nj.us/education)). The forms are on an Excel spreadsheet and include the required edits for your convenience. Send one paper copy of the tables to the county office of education. Do not send a copy to the Office of Special Education Programs unless requested. Keep one copy for your records along with the documentation verifying that the resident students had current IEPs or services plans that were implemented as of December 2nd. This documentation will be examined during monitoring.

If you have any questions, please contact Stacy Pellegrino at 609-341-3285.

BG/CK

Attachments

c: Members, State Board of Education  
 Commissioner William L. Librera  
 Dwight Pfennig  
 Gloria Hancock  
 Isaac Bryant  
 Albert A. Monillas  
 J. Michael Rush  
 Judith Weiss  
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